



MANAGEMENT OF SCHOOLS: SOME ASPECTS OF EDUCATIONAL MANAGEMENT

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ABSTRACT

Proper school management means making the school functional. Through the devolution of responsibilities, schools are provided with enhanced flexibility and autonomy in managing their own operation and resources for school development so as to develop an environment that facilitates continuous improvement. Schools are also required to increase accountability in school management through the participation of key stakeholders in decision making. Teachers, parents, alumni and community members have their roles as managers in the management of school. School management is related with formulation of policies that best suit the needs of the school as well as the overall interests of the students. It includes school planning with a view of creating an ideal learning environment for their students and nurturing talents. Present paper attempts to study varied aspects of educational management in the context of school environment.

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INTRODUCTION

The school, as an organization, is a complex social system which converts resources made available to it into such outcomes as students' development and achievement. It therefore needs to be managed effectively. Management is an art and a science; it is an art as it involves application of skills and it is a science as it is a body of systematic body of knowledge developed through experimentation and observation.

- According to Lawrence A. Appley "Management is the development of people and not the direction of things Management is the personnel administration."
- According to Stanley Vance "Management is simply the process of decision making and control over the action of human beings for the express purpose of attaining pre determined goals".

School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them.

Thus, school/classroom management

1. Is a process
2. Is a social process

3. Involves group effort
4. Aims at achieving pre-determined goals
5. Is a distinct entity
6. Is required at all levels of organization.

It involves varied activities and co-ordination among all the stake holders. Management of schools is important not only for a school to survive and quality improvement but also important for the successful realization of the Right of Children to Free and Compulsory Education and such initiatives towards ensuring quality inclusive education.

Objectives of the study

1. To highlight the basic conceptual framework of educational management
2. To discuss the educational management specifically in the context of school.

MATERIALS AND METHODS

This paper is based on secondary data and Information that has been sourced from various books, educational journals, government publications, newspapers etc. and research is descriptive in nature.

Importance of the study

Efficient school management leads to quality enhancement of education. It requires sound planning, a plan that may aim at improving the school, targeting a wide spectrum of areas with focus on issues needing urgent attention. A sound management of schools and study in different areas of school management is important because it is the only means for,

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- Upgrading and enhancement of the physical environment,
- Improvement of student performance,
- Improvement of communication, relationships and social environment within the school,
- Development of links with the Community,
- Focus on the outputs and results and accordingly review and enhance the processes with a view to achieving greater efficiency in management.
- Effective school improvement.

FINDINGS AND DISCUSSIONS

Aspects of School Management

School management includes three kinds of areas, such as,

- Administrative,
- Pedagogical and
- Socio- cultural.
- Administrative: Administration involves within it, setting up committees, attending and chairing meetings, attending to files and mail, organizing work, writing reports, supervising staff and administration of personnel matters, administration of student matters, including organization of examinations and enforcement of Rules and Regulations, management of human, financial, material and infrastructural resources, etc.
- Pedagogical: Pedagogical aspects are, controlling the implementation of the curriculum, planning, organizing and monitoring of teaching and learning and other educational activities, managing learning resources and ensuring the quality of the education imparted at school.
- Socio-Cultural: It is related with promoting health standards, enhancing school environment, promoting culture and social values at school, developing partnership with the community etc. Bowring-Carr, C. and West-Burnham, J. (1994). *Managing Quality in Schools: A Training Manual*. Harlow: Longman.

Strategies for Implementing School-based Management

Strategies for implementing school-based management or management through headmaster and staff includes,

- Streamlining of Administrative Procedures and Devolution of Responsibilities: For this schools are provided with enhanced flexibility and autonomy in managing their own operation and resources according to the needs of students, so as to facilitate the development of quality education with their own characteristics.
- Transparency and Accountability: For transparency and accountability a mechanism should be there whereby all key stakeholders can participate in the formulation of major policies and the evaluation of school effectiveness. Ministry of Education, Culture and Human Resources.(2009). *School Management Manual for Rectors of State Secondary Schools Policies, Procedures & Guidelines on School Management Issues*. School management division, Ministry of education, culture and human resources.
- While additional autonomy is given, the schools have to be more accountable, both internally and externally, to

ensure that school policies and school management meet the necessary requirements and to assure the public of the effectiveness of school operation.

- Internal Accountability Mechanism: An effective internal control mechanism helps to prevent malpractices for selfish ends and to ensure proper use of resources in accordance with the relevant regulations and guidelines. Schools should examine their school plans regularly to see if they are in line with the actual circumstances as well as the direction of school development. Through a systematic and regular self-evaluation system, the quality and effectiveness of different initiatives can be assessed, thus promoting self-improvement and continuous school development.
- External Accountability Mechanism: The management committee shall ensure that laws and guidelines are complied with. Schools in receipt of government grants and subsidies must comply with the relevant Code of Aid and the terms and conditions of the grants. School development strategies should meet the requirements of the government education policies.

Ethics of a School Manager

It is expected that people responsible for managing school will,

- Act in good faith and make decisions based on the overall interests of students,
- Observe the principle of confidentiality, and not disclose information of school to anybody; discussions of meetings and views of individual managers shall not be disclosed without authorization,
- As a manager of the school take possible measures to avoid any conflict of interest,
- Not use the position of a school manager to seek any gain for personal interests or for the interests of other people
- Shall not accept payments, gifts or favours that might affect the objectivity in conducting the business of the management committee. Babington Smith, B. and Sharp, A. (1990). *Manager and Team Development*. Heinemann: Oxford.

Roles and Functions of School Managers Boyatzis, R.E. (1982). The Competent Manager. New York: Wiley

Policy-Making

- Formulate school development strategies with the aim to attain the school vision and education goals and to enhance learning effectiveness
- Draw up policies and priorities for development projects
- Plan and manage school resources
- Ensure that the mission of the school is carried out

Management

Personnel Management includes

- Staff appointment, promotion and dismissal
- Staff performance management and professional development
- Establishing effective communication channels and handling complaints

Financial Management includes

- Approving school development plan, annual school plan and school budget
- Managing government and non-government funds properly to ensure the appropriate use of resources

Curriculum

- Ensuring curriculum design is in line with government education policies
- Ensuring provision of a coherent, flexible, broad and balanced curriculum that is in line with the aims of education

Other Functions

- Setting the direction for long-term development of the school, and giving teachers sufficient flexibility and authority to implement specific duties and plans involved in the day-to-day operation of the school. Boydell, T. and Leary, M. (1994). From management development to managing development. *Transition*, Vol. 94(9), pp. 8-15.
- Reviewing school plans and budgets to see if they are in line with the overall education goals and school policies, and making appropriate adjustment when necessary
- Building up relevant network with outside bodies and securing community resources to enhance teaching effectiveness
- Promoting education for the students of the school and leading the school to strive for excellence and continuous improvement.

Headmaster for School Management

The school community consists of the staff, teaching and non-teaching, and of students and parents. The head teacher is the fulcrum around which the school revolves and who is ultimately responsible for 'good school management'. With each of the stakeholders having its own personality, needs and expectations, the headmaster is required to create the most conducive environment possible to foster mutual understanding and harmony between them so that the team works together collectively and collaboratively, towards promoting the interests of all students and the school community at large.

Role of headmaster is very crucial for management of school. Farah, Abdikadir Issa. (2013). *School Management: Characteristics of Effective Principal*. *International Journal of Advancements in Research & Technology*, Volume 2(10), 168-173. Headmaster is appointed, present, trained to enable managing the school. He/ She provides leadership in the school by managing teaching staff, managing committees, ensures availability of quality inputs accesses funds meant for the school (from SSA, RMSA etc.) and he/she also manages to mobilize additional resources from community/ Panchayat. Among numerous responsibilities, the following need to be underlined for management of school:

- To ensure that the main activity of teaching and learning takes place effectively in the institution,
- To ensure the rule of discipline within the institution,
- To plan and implement strategies for school improvement,

- To ensure the security and safety of all staff and students at school,
- To ensure the maintenance and upkeep of the school building and premises,
- To ensure the security and safety of all assets and equipment at school,
- To manage and supervise the staff working under him, ensuring that they are aware of and abide by official instructions,
- To make optimal use of all resources allocated to the school,
- To act as the focal point for the school at large, including the close community.

Hence, The Headmaster/Head Teacher is the key to a well-managed school. A combination of a good Headmaster and a team of good teachers is the ultimate formula of a well-managed, sensitive and engaged school. His impact and proper fulfillment of duties may lead,

- Teachers regular and teach
- Children regular and drop rates come down
- Mid-day meal and schemes implemented with care
- Community to involve and is mobilized to support the school.

A highly motivated headmaster or headmistress can involve the community, access resources, energize the school and encourage teachers to do their best. He/she can create a vibrant learning environment, can turn the school into a hub for learning, a centre for inclusive education and a place where the children and their families feel confident to come or reach out to.

Teaching staff for management of school

Teachers are required to assist in the maintaining of discipline and to assist the school administration in attending to problems of discipline (including students' absenteeism) parents' queries and qualms; ensure the overall development of students – intellectual, emotional and moral; and maintain discipline inside the classroom and within school premises through effective classroom management. The quality of their teaching, through well planned activities that suit the learning needs of the students, will sustain students' attention and capture their interest, thus minimizing opportunities for misconduct. Teacher should co-operate and work for every duties assigned, rules, regulations prepared for school management.

The Students for Management of School

The students are central to the mission of the school and all the activities of the institution are geared towards promoting their interest. In this respect, it is important to highlight that the student community legitimately needs to understand the decisions taken and even to take part in their making. Thus, in a spirit of good governance, the headmaster and staff should, as often as required, consult them and enlist their participation for the effective running of the school. For this,

- The Headmaster and his collaborators should work towards making the institution an inclusive school which provides a good education to all pupils, irrespective of their varying abilities.
- All students are to be treated with respect and provided equal opportunities to learn together as Human differences are natural and contribute to the

richness of every society and they are also reflected in the school.

- Each individual pupil has to be ensured optimal education in accordance with his capabilities and needs. Inclusive education being an on-going process, the headmaster and the Educators must work actively and purposefully to reach its goals.
- A holistic view of the pupil must be adopted in the planning of classroom activities in order to provide to each and every student opportunities for participation and sharing in the work of the class through a wide range of working methods and individual treatment.

Committees for Management of Schools

For management of schools, school level committees have been created in almost all the states, (legally constituted, selected, nominated), they are known by different names- Village Education Committee (VEC in MP), School Management Committees (SMC in AP), School Development and Management Committee (SDMC in Karnataka), Parent-Teacher association (PTA in many states), Academic Monitoring Committee (AMC in Kerala), Mother- Teacher Associations (MTA in many states) etc. Directorate of State Education, Research and Training. (2012) Planning, Organization & Management of School/Classroom Processes: A Position Paper. Bengaluru: Directorate of State Education, Research and Training. Their role in school management has not been spelt out in SSA. However the RTE act does include school level planning. They are involved mainly in supervision of civil works, mid-day meals, monitoring enrolment and attendance of children, mobilizing resources for school supplies and furniture and in one state (Nagaland) they also monitor the attendance and regularity of teachers.

Community for Management of Schools

Role of communities in providing infrastructure and more recently in managing and funding schools was formally introduced under DPEP and formalized under SSA. Decentralized management and supervision of civil works and maintenance is one of the important activities of school based committees. In some states, they also help identify/recruit local teachers in order to augment teaching resources. Various reports (audit as well as official SSA reports) suggest that the SDMC/VEC do not have a say in the design and allocation of resources meant for infrastructure development. At best, they monitor and supervise what is already allocated and in many cases designed. The pro-active involvement of community members was important and could inspire head masters and head teachers. Equally a highly motivated head master could actively involve the community. This is a two-way process. In some states (notably Kerala) an active Panchayat could engage both the VEC as well as the head master.

NGOs for Management of Schools

NGOs can play demanding role for management of schools to realize different objectives of school. OECD. (2012). Public and Private Schools: How Management and Funding Relate to their Socioeconomic Profile. Here example may be cited of, Convergence of a well-designed programme (KGBV), a motivated district office, interested implementation partners (NGO or Mahila Samakhya) helping create a well-managed residential school for girls. Partnership with a local industry or NGO can help reach out to children from very poor families

and provide necessary support for learning. Providing a mechanism for the coming together of the community, the school, the administration and external resources (NGO, CSR body) can lead to a sense of joint ownership of the school (Namma Shale). A community project (for example, Uthan) reaching out to socially deprived children and connect them to the school.

CONCLUSION

Leadership for school management cannot emerge in a vacuum-the education system as a whole needs to be geared to create space for autonomous working at different levels. UNESCO. (2005). School Management: A Training Manual for Educational Management International Institute for Capacity Building in Africa. United Nations Educational, Scientific and Cultural Organization. It requires organizing learner-centered, activity based, participatory learning experiences-play projects, discussion, dialogue, observation, visits and learning to reflect on their own practice. Total Quality Management in Education insists on having a clear vision, mission and goals so that a proper plan can be prepared and executed. Planning, Organization and Management assumes for ensuring the quality of education and in developing the skills pertaining to school development.

In order to manage successfully the complex activities people concerned with educational management must develop an effective organizing perspective to interpret the social context, problems, factors and conditions, scientific methods to control human activities. Research shows that managing school is like managing a state. So, the school principal must be politician, economist, psychologist and sociologist.

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